

# Maximising Student Learning

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## The GET IT! Model of Learning

In the past few years we have learned more about the way people learn than we did in the past fifty years. A synthesis of this research suggests a model of learning that can be summarized as GET IT! This model of learning describes how people learn and can form a template for designing learning experiences.

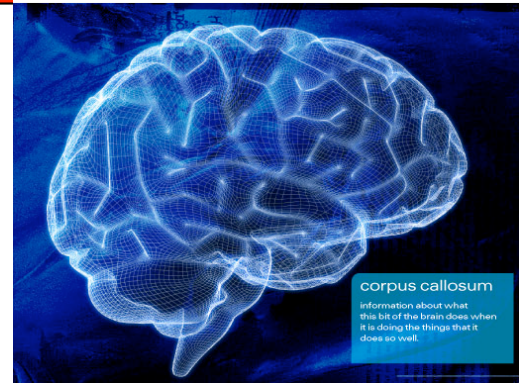
**Getting ready to learn**- this involves the establishment of a safe, positive, learning environment as setting objectives and activating prior learning. This stage also primes students to learn new information using rituals and quizzes.

**Experiencing Difference**- in terms of learning, human beings are set up to do two things: firstly, to imitate others; & secondly, to perceive differences and make sense of what is being perceived. Education should emphasize providing students with experiences of difference and to then allow them time to persist and reflect. New concepts are introduced. The teacher continually checks for understanding, re-teaching as necessary.

**Trying it out** –repetition increases retention. Practice improves performance. Students need to experience differences and then to try out different approaches to tackling problems. This develops the habit of flexibly applying information to novel situations so that it becomes knowledge.

**Information processing**- this links new information to prior learning develops understanding and meaning and promotes storage in long- term memory. Organisation of knowledge, note taking, paraphrasing and summarizing occur in this stage. This stage takes information from knowledge to judgment and understanding.

**Transfer**- this gives students opportunities to learn information from a range of sources and then apply it creatively in a wide range of settings. This stage takes judgment and understanding into the realm of application, problem solving and wisdom.



## Teach Effectively

There are 9 key strategies for teaching effectively to increase student learning:

1. Identifying similarities & differences
2. Summarising & Note taking
3. Reinforcing effort & providing recognition
4. Homework & practice
5. Presenting new information non- verbally
6. Co-operative learning
7. Setting objectives & providing feedback
8. Generating & testing hypotheses
9. Using cues, questions & advance organisers

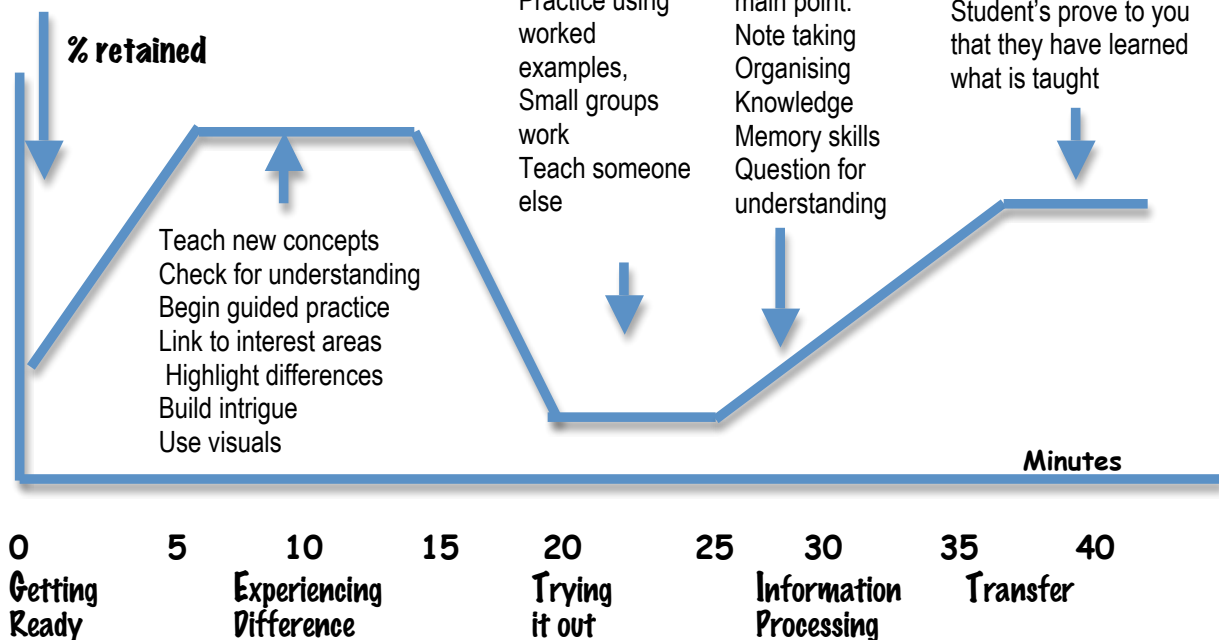
Every time we improve teaching, learning improves. Teacher-centred instruction the most effective way of increasing student outcomes.

## How GET IT! fits with planning effective learning experiences

The amount that is retained by students across learning times varies according to the stage of the lesson as well as the format through which the teaching is conducted. The main activities that should occur depend on where you are in the lesson.

Set the objective for the lesson

Examine & activate existing knowledge  
Warm ups  
Quizzes  
Rituals



**The Get It model can be used to plan learning experiences by asking:**

**T-What do I want students to be able to do at the end of this lesson and how can I get them to show this to me?**

**I-How can I help them to organize, retain and retrieve the information?**

**T-What worked examples, small group or opportunities to practice the new concept or skill can I provide?**

**E-How can I use my knowledge of these students' interests and learning styles to introduce new concepts and check that students understand them?**

**G-What rituals such as quizzes, puzzles or activities can I use to set objectives for the lesson and help students feel comfortable and involved?**

Classroom diagnostics can be used to assess Year levels of students in these key areas and to guide teachers in increasing their students' skills.

